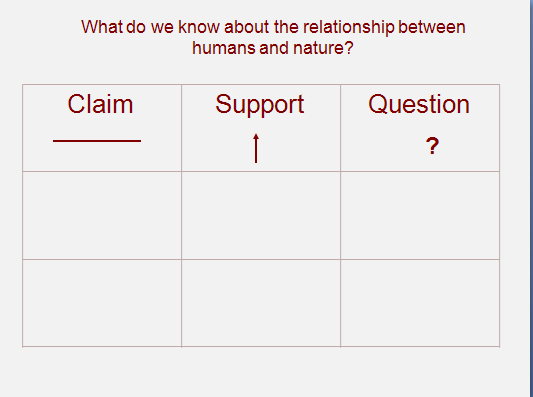
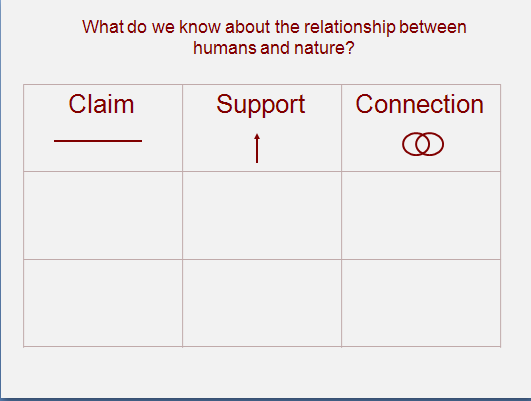
**Zoom-In Inquiry**

**[](http://memory.loc.gov/cgi-bin/query/r?pp/fsaall:@field(NUMBER+@band(fsa+8d13834)))**  
Zoom-In Inquiry is often used to ignite curiosity and to build background knowledge of a topic under study. During this activity, students uncover a primary source, text, artwork, student work or any other image piece by piece in order to look closely and use background knowledge to build understanding. An **investigative question** starts the exploration and guiding questions focused on observation, interpretation, and evaluation follow as pieces of the image are revealed one at a time. Students use evidence and subject specific vocabulary to support their hypotheses. Students reflect on their understanding of the primary source and its relationship to **"the big picture"** or a **large scale understanding** that is overarching and essential to the subject. Finally, other related historical sources or images are presented that ask students to test the application of their hypothesis with a new source or problem.

Step1: Identify the standards of learning and essential question or big idea for the topic under study and find a unique source that will spark curiosity and activate or further background knowledge.

Step 2: Create an idea tracker for students to monitor and assessing their thinking.

Step3: Crop image into pieces for students to analyze one at a time to support their analysis and interpretation of the source.

Step 4: Determine how students will further their inquiry through interrogating other sources or additional reading, research, and/or learning activities.

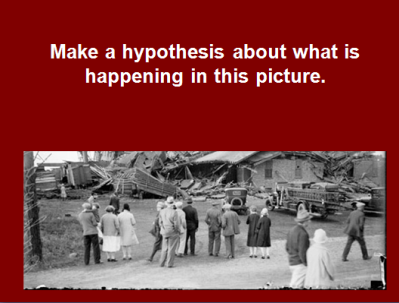
Step5: Ask students to assess their learning about the topic under study and reflect on the process of using Zoom In Inquiry to build ideas.

**Questions that Build and Assess Understanding**

**1. Start with an Investigative Question:**

What might this source tell us about \_\_\_\_? or How does this source confirm or change your thinking about \_\_\_\_?

**2. Spiral Guiding Questions:**

**

*A. Look Closely: Observation Questions*

What do you see?

Describe who/what you see in this image.

What new people or things to you see?

*B. Activate-Build Background knowledge, Use Vocabulary in Context: Interpretation Questions*

When do you think this image was taken?

Make a hypothesis about what is happening in this picture.

What do you think happened before this picture was taken?

C. Reflect and Wonder: Evaluation Questions

How did your perception of the image change as you saw more of it?

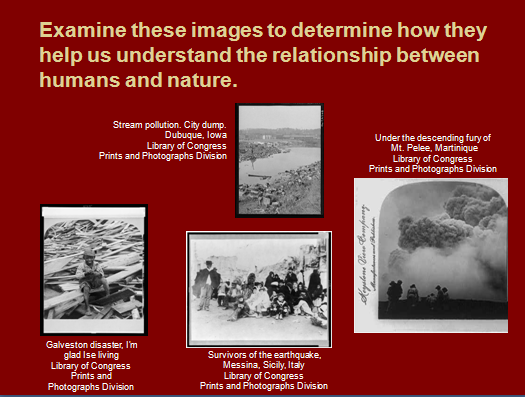
Why do you think this image was created?

What questions do you have?

**3. Reach for “Big Picture” Understandings:**

What does this image say about the relationship between \_\_\_\_\_\_\_ and \_\_\_\_\_\_?

Based on this image, how can you explain the impact of \_\_\_\_\_\_\_ on \_\_\_\_\_\_\_\_?

What do you understand about the role of \_\_\_\_\_\_\_\_\_\_ in our nation’s history?

How is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ applied to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**4. Corroborate or test ideas through additional research.**

How do these sources confirm or change your thinking?

**Zoom In Inquiry creates irresistible invitations to be Curious**

Reflect on the thinking process by asking students to identify comments and actions that were heard or seen during Zoom In Inquiry that showed someone being **“curious”** by:

* Wondering
* Asking questions
* Observing closely
* Finding problems
* Being playful

**Assessing Learning through Responses to Historical Thinking Questions**

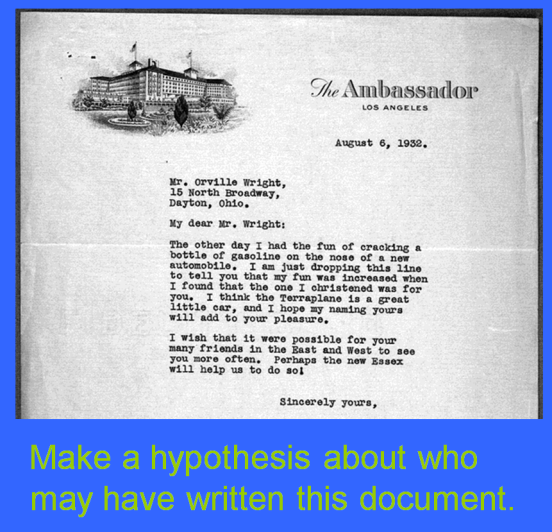
**Standard 1: Chronological Thinking**

* Identify beginning, middle, end
* Explain before or after events
* Anticipate an outcome from a beginning
* Calculate time
* Work backward to explain an issue
* Create and Interpret a timeline
* Use patterns to explain continuity or change
* Use periods to understand information

***Common Core Learning Anchor Learning Standards Reading K-12: Key Ideas and Details***

**1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite

specific textual evidence when writing or speaking to support conclusions drawn from the text.



**Standard 2: Historical Comprehension**

* Identify author, time, purpose, place of source
* Identify main idea and perspective
* Identify factual evidence
* Identify interpretation
* Summarize a source

***Common Core Learning Anchor Learning Standards Reading K-12: Key Ideas and Details***

**1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite

specific textual evidence when writing or speaking to support conclusions drawn from the text.

**2.** Determine central ideas or themes of a text and analyze their development; summarize the key

supporting details and ideas.

**Standard 3: Historical Analysis and Interpretation**

* Use evidence and data to make an interpretations
* Distinguish between opinion and argument
* Draw comparisons across time and place
* Analyze cause and effect

***Common Core Learning Anchor Learning Standards Reading K-12: Craft and Structure***

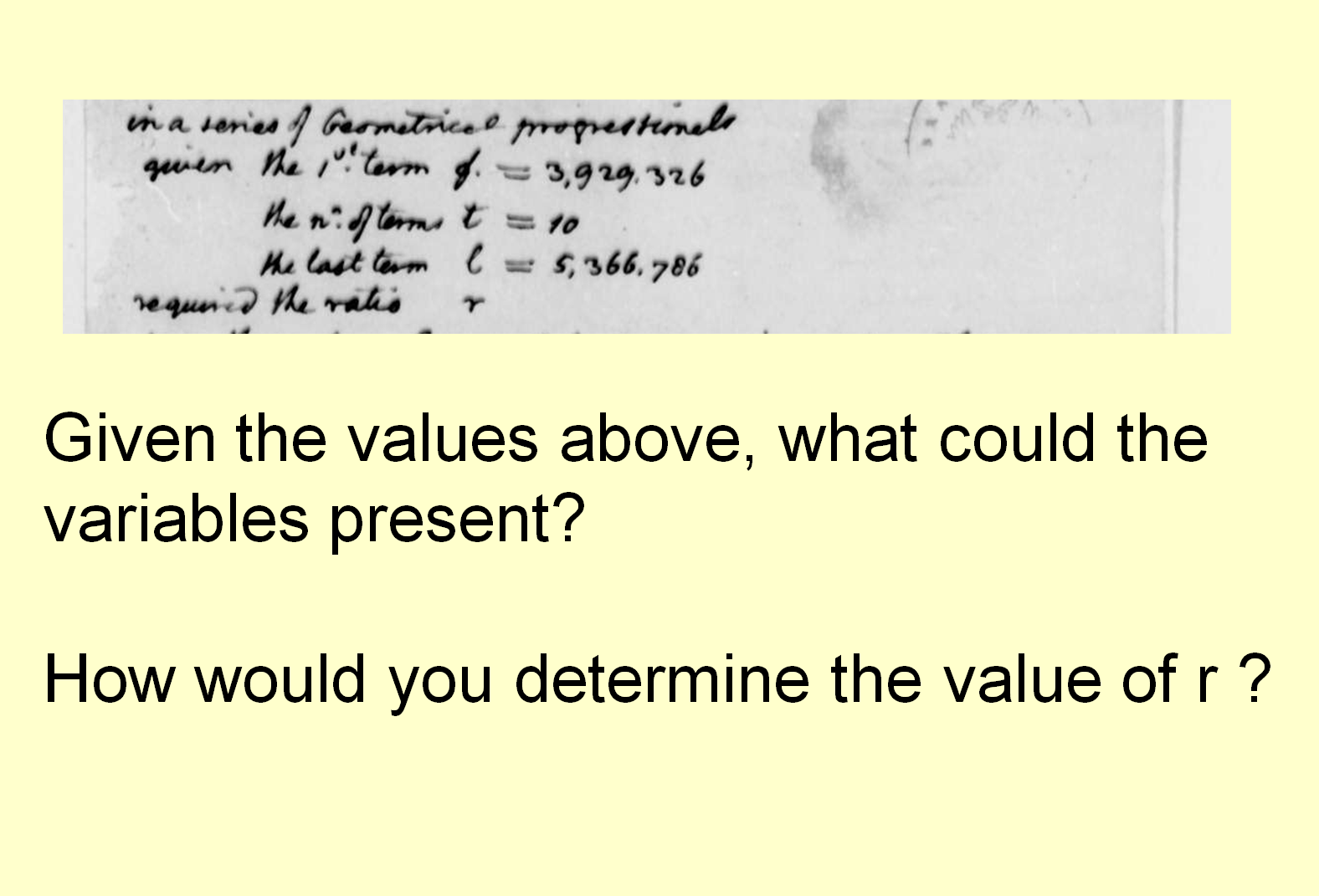
**4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and

figurative meanings, and analyze how specific word choices shape meaning or tone.

**5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the

text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**6.** Assess how point of view or purpose shapes the content and style of a text.



**Standard 4: Historical Research Capabilities**

* Formulate investigative questions
* Seek evidence from a variety of historical sources
* Interrogate historical data
* Identify problems with evidence

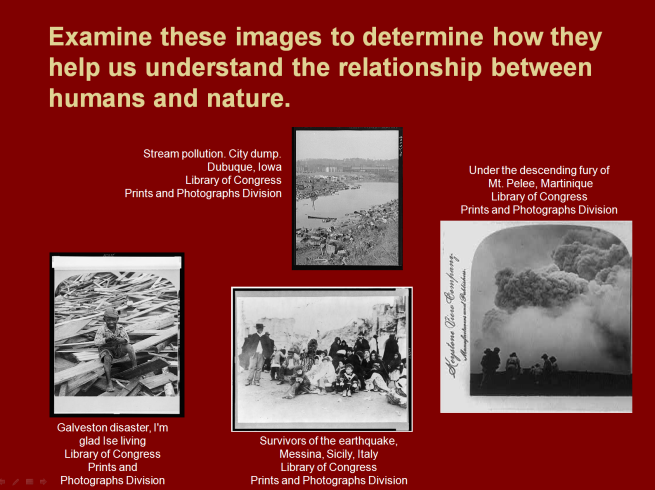
***Common Core Learning Anchor Learning Standards Reading K-12: Integration of Knowledge and Ideas***

**7.** Integrate and evaluate content presented in diverse formats and media, including visually and

quantitatively, as well as in words.\*

**8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning

as well as the relevance and sufficiency of the evidence.



**Standard 5: Historical Issues-Analysis and Decision Making**

* Create an argument with a thesis, reasoning, and supporting evidence
* Value multiple perspectives related to a topic
* Explain events leading to an outcome using supporting evidence

***Common Core Learning Anchor Learning Standards Reading K-12: Integration of Knowledge and Ideas***

**7.** Integrate and evaluate content presented in diverse formats and media, including visually and

quantitatively, as well as in words.\*

**8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning

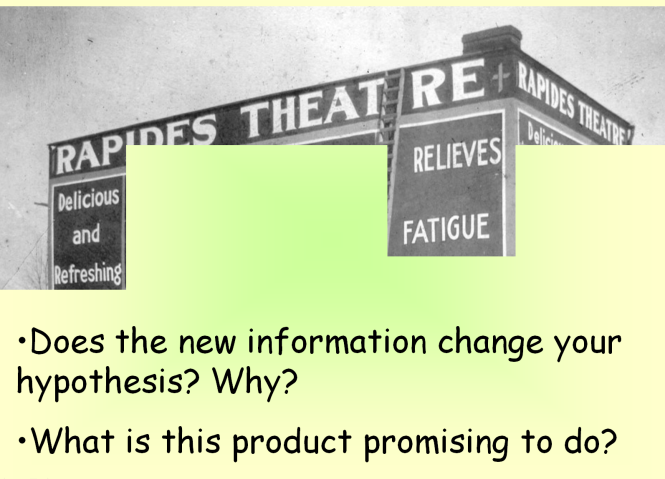
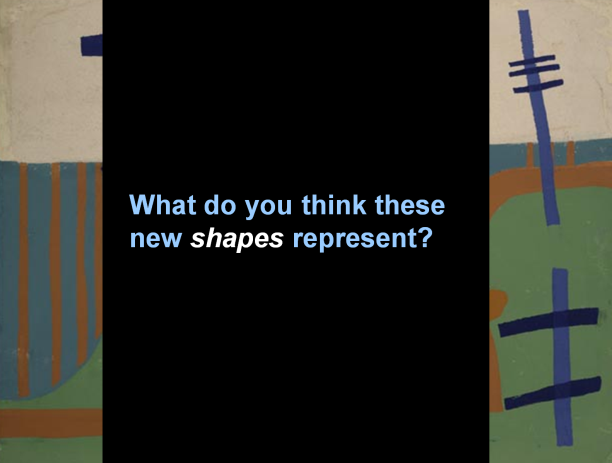
as well as the relevance and sufficiency of the evidence.

**9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to

***Range of Reading and Level of Text Complexity***

**10.** Read and comprehend complex literary and informational texts independently and proficiently.

**More Examples**



2.

1.

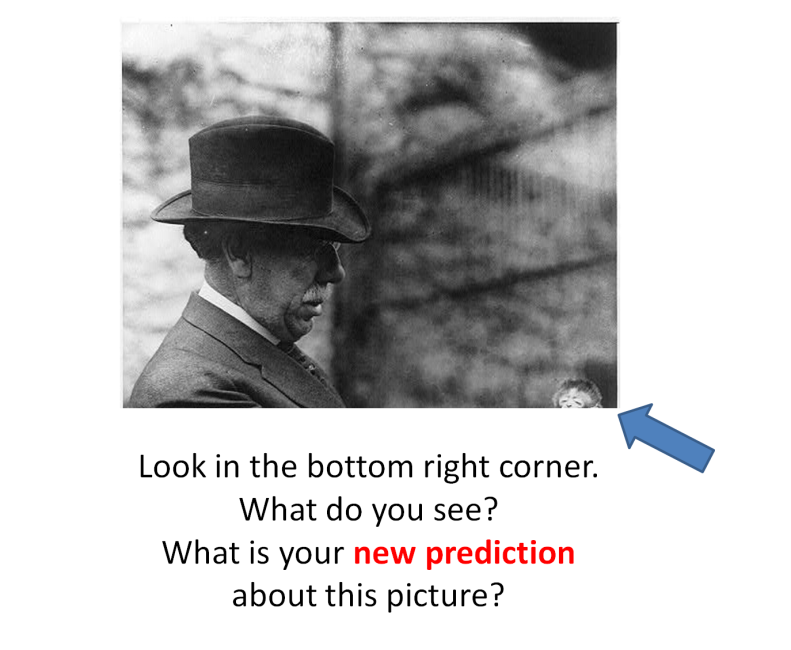
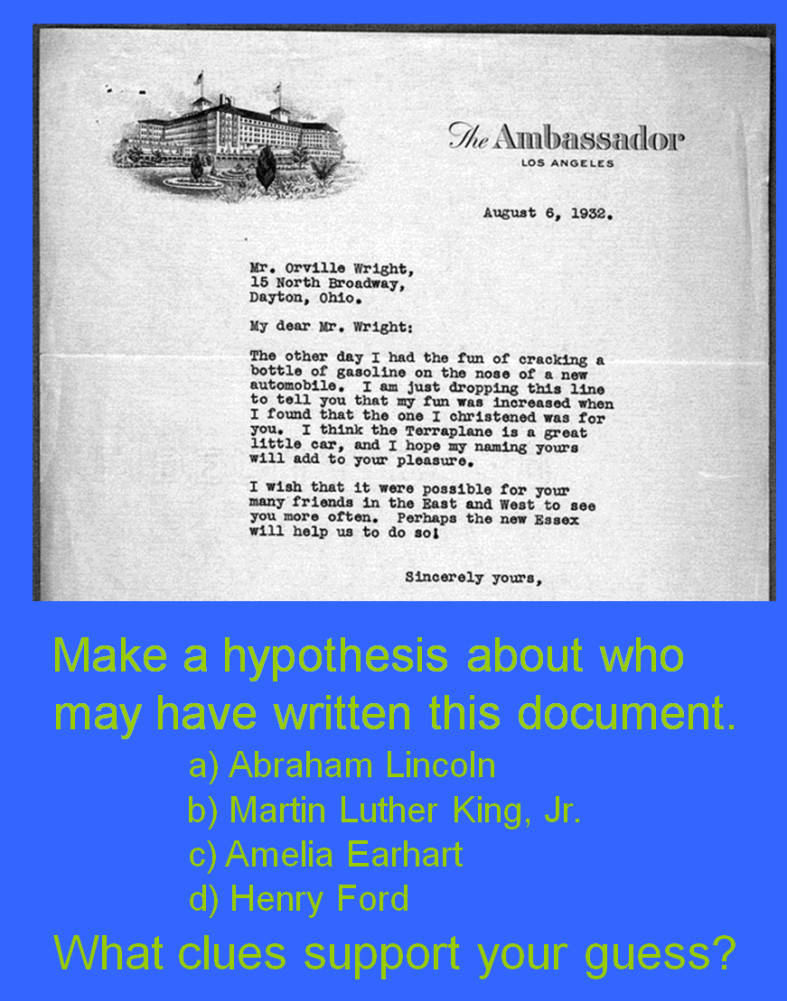
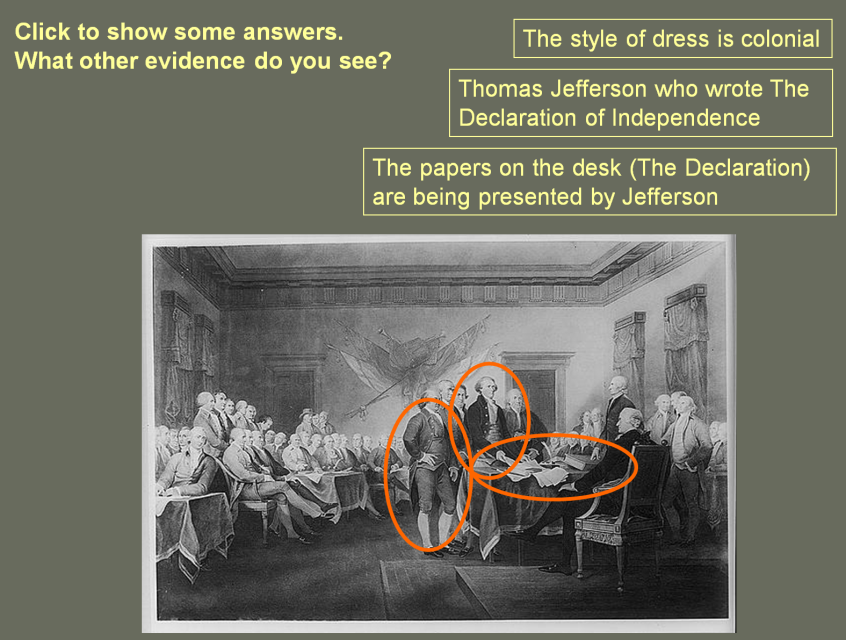


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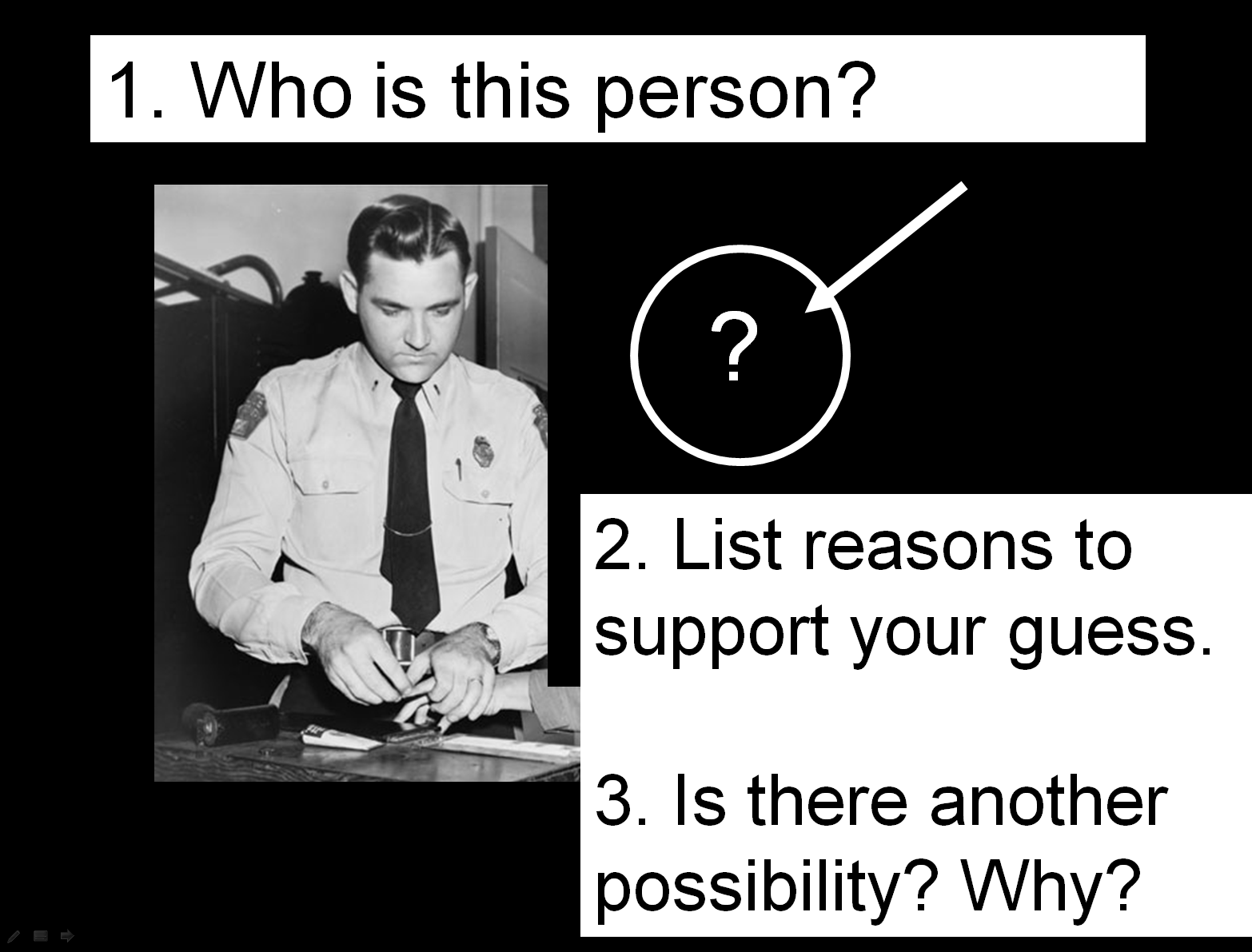
4.

**Universal Design and Differentiated Instruction**

Differentiate the Zoom-In Inquiry **content** of the questions by adding multiple choice answers or highlighting (with color or underline) essential vocabulary. Use the draw tools to focus student attention.







## Zoom-In Inquiry Construction Directions

* 1. Open PowerPoint.
  2. Choose a solid color for the background. Go to **Format Menu** -> **Background**
  3. Type the directions for students on the first slide.
  4. Insert a high resolution image on the second slide.
  5. altRight-click on the image and choose **Show Picture Toolbar, i**f picture toolbar isn’t showing.
  6. altClick on the image.
  7. Choose the **Crop tool** from the Picture Toolbar.
  8. Place the cursor on a corner of the image (it should look like an “L”).
  9. Click and drag to make the image smaller.
  10. Click on **Insert Menu** -> **Duplicate Slide**
  11. Enlarge the image slightly for the new slide using the crop tool,.
  12. Repeat steps 9 & 11.

Thanks to Marc Perella, Fairfax County Public School, Virginia.

**How do I insert the questions?**

Insert a text box on each slide in a Zoom-In. On the first slide, type the directions for students. Example: **Examine the primary source clues carefully. Determine what you see and what questions you might ask to get the “big picture.”** On the next slide, present the investigative question. On subsequent slides, add the questions that will lead the students down the path of inquiry toward reaching the “big picture” or understanding goal. Spiral questions from the concrete to the abstract.

**Draw Tools**

Use the draw tools to help focus students and provide supports for students who need additional help with vocabulary, noticing details, and background knowledge.

